

Gibbes Middle
3202 Thurmond St.
Columbia, S. C. 29204

Grades	6-8 Middle School	
Enrollment	404 Students	
Principal	Rick Coleman	803-343-2942
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	22	22

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Below Average	No
2005	Below Average	Good	No

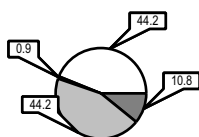
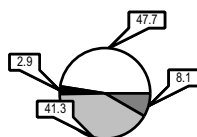
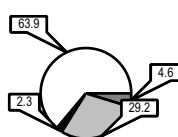
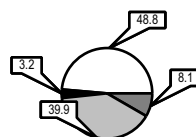
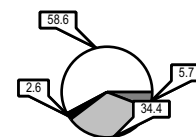
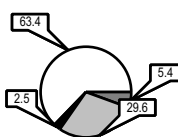
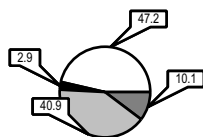
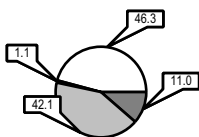
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	420	97.6	44.0	44.3	10.8	0.9	17.8	No	Yes
Gender									
Male	187	95.7	54.1	36.3	8.2	1.4	11.6		
Female	233	99.1	36.5	50.3	12.7	0.5	22.3		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	418	97.9	44.2	44.2	10.8	0.9	17.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	0.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	365	98.4	44.9	45.2	9.0	1.0	17.3		
Disabled	55	92.7	38.1	38.1	23.8	0.0	21.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	420	97.6	44.0	44.3	10.8	0.9	17.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	420	97.6	44.0	44.3	10.8	0.9	17.8		
Socio-Economic Status									
Subsidized meals	375	98.1	44.3	44.3	10.4	1.0	17.2	No	Yes
Full-pay meals	45	93.3	41.2	44.1	14.7	0.0	23.5		

Mathematics – State Performance Objective = 36.7%									
All Students	420	98.6	47.8	41.2	8.1	2.9	19.1	No	Yes
Gender									
Male	187	97.3	55.8	35.4	7.5	1.4	14.3		
Female	233	99.6	41.9	45.5	8.6	4.0	22.7		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	418	98.8	48.0	41.0	8.1	2.9	19.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	0.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	365	99.5	45.5	41.9	9.2	3.3	21.8		
Disabled	55	92.7	64.3	35.7	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	420	98.6	47.8	41.2	8.1	2.9	19.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	420	98.6	47.8	41.2	8.1	2.9	19.1		
Socio-Economic Status									
Subsidized meals	375	98.9	47.9	42.8	6.4	2.9	18.0	No	Yes
Full-pay meals	45	95.6	47.1	26.5	23.5	2.9	29.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	420	98.1	63.8	29.3	4.6	2.3	7.0
Gender							
Male	187	95.7	63.3	32.0	3.4	1.4	4.8
Female	233	100.0	64.1	27.3	5.6	3.0	8.6
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	418	98.1	64.0	29.1	4.7	2.3	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	365	98.6	61.9	30.5	5.0	2.6	7.6
Disabled	55	94.6	76.7	20.9	2.3	0.0	2.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	420	98.1	63.8	29.3	4.6	2.3	7.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	420	98.1	63.8	29.3	4.6	2.3	7.0
Socio-Economic Status							
Subsidized meals	375	98.4	65.0	29.3	3.2	2.6	5.8
Full-pay meals	45	95.6	52.9	29.4	17.6	0.0	17.6

Social Studies							
All Students	420	97.6	48.4	40.2	8.2	3.2	11.4
Gender							
Male	187	95.2	51.0	38.6	6.9	3.4	10.3
Female	233	99.6	46.5	41.4	9.1	3.0	12.1
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	418	97.9	48.5	40.1	8.2	3.2	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	0.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	365	98.4	45.7	42.0	8.7	3.7	12.3
Disabled	55	92.7	67.4	27.9	4.7	0.0	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	420	97.6	48.4	40.2	8.2	3.2	11.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	420	97.6	48.4	40.2	8.2	3.2	11.4
Socio-Economic Status							
Subsidized meals	375	97.9	49.5	40.5	7.1	2.9	10.0
Full-pay meals	45	95.6	38.2	38.2	17.6	5.9	23.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	100.0	61.0	33.1	5.9	N/A	5.9
	7	118	99.2	44.4	43.5	12.0	N/A	12.0
	8	139	99.3	43.7	48.4	7.9	N/A	7.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	98.7	58.3	35.4	6.3	0.0	6.3
	7	150	97.3	34.5	56.0	9.5	0.0	9.5
	8	118	96.6	37.2	45.3	14.0	3.5	17.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	100.0	50.7	36.0	10.3	2.9	13.2
	7	118	100.0	50.9	39.8	8.3	0.9	9.3
	8	139	99.3	65.1	29.4	5.6	N/A	5.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	100.0	43.8	43.0	10.9	2.3	13.3
	7	150	98.0	46.6	38.8	10.3	4.3	14.7
	8	118	97.5	52.3	43.0	2.3	2.3	4.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	99.3	75.8	19.5	2.3	2.3	4.7
	7	150	97.3	47.4	41.4	7.8	3.4	11.2
	8	118	97.5	62.8	31.4	4.7	1.2	5.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	152	99.3	40.2	44.9	11.8	3.1	15.0
	7	150	96.7	53.9	33.0	7.8	5.2	13.0
	8	118	96.6	47.7	47.7	3.5	1.2	4.7

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 404)				
Students enrolled in high school credit courses (grades 7 & 8)	25.0%	Up from 14.8%	7.9%	15.5%
Retention rate	2.9%	Up from 2.3%	5.2%	3.0%
Attendance rate	94.1%	Up from 93.1%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.2%	Up from 6.3%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.5%	Up from 6.3%	6.9%	4.6%
Eligible for gifted and talented	10.3%	Up from 7.6%	6.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Down from 14.5%	15.6%	13.6%
Older than usual for grade	3.0%	Up from 2.4%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	Up from 0.0%	1.1%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	59.5%	Down from 63.4%	50.0%	51.8%
Continuing contract teachers	69.0%	Down from 80.5%	66.7%	78.1%
Highly qualified teachers	83.8%	Down from 87.5%	88.7%	89.6%
Teachers with emergency or provisional certificates	11.4%	Up from 5.1%	11.5%	6.0%
Teachers returning from previous year	87.4%	Up from 83.5%	77.0%	85.4%
Teacher attendance rate	90.3%	Down from 92.9%	94.8%	94.9%
Average teacher salary	\$43,690	Up 6.3%	\$40,133	\$41,328
Prof. development days/teacher	8.1 days	Down from 14.9 days	10.7 days	11.5 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 19.2 to 1	18.4 to 1	21.3 to 1
Prime instructional time	83.5%	Down from 85.1%	87.2%	89.3%
Dollars spent per pupil*	\$9,035	Up 7.6%	\$7,210	\$6,022
Percent of expenditures for teacher salaries*	65.6%	Down from 68.7%	59.6%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	68.2%	Up from 65.7%	90.1%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Although Heyward Gibbes Middle School is located at a transition location while a new school is being built on the old site, high expectations for teachers and students continue to drive the mission of Gibbes Middle School as a place where all students have the opportunity to become confident, self-directed, lifelong learners.

This school year has been a year of positive changes at Gibbes. The longer block of time for core courses has helped, not only in the area of improving academic achievement, but also with the improvement of school-wide discipline. A school-wide Character Education program has been an effective component of the school's curriculum this year. The staff met during the summer of 2004-05 for a summer institute and revised the school's classroom discipline rules. The number of discipline referrals has dropped by more than half this year, as compared to last year.

The school's business partner, Wachovia Bank, was chosen as the State's Large Business Partnership of the year. Wachovia volunteers help the school in numerous ways, but especially by keeping the school store stocked with materials students need for classes. Students earn "Eagle Bills" by completing assignments, good attendance, etc., and then use the bills to purchase school supplies from the school store.

Ninety-nine percent of the students at Gibbes participated in the school's science fair. A teacher at Gibbes received National Board Certification this year. Other awards that Gibbes' students/staff received included the identification of a National Junior Merit finalist; school recipient of a recycling grant; first place in the district's Visual Literacy book production contest; second and third places in the Visual Literacy contest for technology projects; three district awards for teacher usage of E-Chalk (the district's Integrated Web-Based Communication System); and numerous fine arts and athletic awards.

We found that taking some of the school's meetings into the community was especially successful. A part-time parent liaison also worked on improving parent involvement at Gibbes. Efforts to get parents involved in their children's education are showing positive results, with increased student achievement at Gibbes.

Rick Coleman, Principal
Isaac Morris, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	109	57
Percent satisfied with learning environment	69.0%	75.3%	79.6%
Percent satisfied with social and physical environment	72.7%	71.7%	71.4%
Percent satisfied with school-home relations	38.1%	86.0%	67.9%

*Only students at the highest middle school grade level at this school and their parents were included.